R E P O R T R E S U M E S

ED 020 726 JC 680 230

A LONG TERM STUDY OF THE RESULTS OF SPECIAL COUNSELING AND INSTRUCTIONAL TECHNIQUES USED WITH STUDENTS WITH SEEMINGLY LOW ACADEMIC POTENTIAL AS MEASURED BY MERRITT COLLEGE CLASSIFICATION TESTS.

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PUB DATE 22 APR 68

EDRS PRICE MF-$0.25 HC-$0.92 21P.

DESCRIPTORS- *JUNIOR COLLEGES, *EDUCATIONAL EXPERIMENTS, LOW ABILITY STUDENTS, *EDUCATIONALLY DISADVANTAGED, *TIME BLOCKS, CORE COURSES, CORE CURRICULUM, PERSISTENCE, *ACHIEVEMENT, NEGRO ACHIEVEMENT, NEGRO STUDENTS, ACADEMIC PERFORMANCE, PROGRAM EVALUATION, OAKLAND, CALIFORNIA,

IN THREE SUCCESSIVE SEMESTERS (SPRING 1965, FALL 1965, AND SPRING 1966) MERRITT COLLEGE ENTERING FRESHMEN WHOSE LOW TEST SCORES INDICATED PROBABLE LACK OF SUCCESS IN COLLEGE WORK WERE OFFERED BLOCK PROGRAMS OF CLASSES DESIGNED TO HELP THEM GAIN INSIGHT AND PERSPECTIVE REGARDING THEIR SELF IMAGE, THEIR VALUES, AND THEIR INTERPERSONAL RELATIONSHIPS. IN FALL 1965, STUDENTS REGISTERED IN THE PROGRAM EARNED HIGHER MEAN GRADES THAN THOSE IN A CONTROL GROUP, AND THEIR PERSISTENCE INTO THE NEXT SEMESTER WAS GREATER. WHILE CONTROL GROUPS WERE NOT USED FOR COMPARISON WITH THE OTHER BLOCK PROGRAM STUDENTS, THEIR RECORDS SHOWED CONSIDERABLE PROGRESS, AND A COUNSELOR'S EVALUATION INDICATED THAT THESE STUDENTS, WHO HAD BEEN READY TO DROP OUT OF SCHOOL, HAD BECOME MORE REALISTICALLY GOAL-ORIENTED, HAD GOOD MORALE, AND FELT THAT THE PROGRAM WAS VALUABLE TO THEM. (WO)

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MERRITT COLLEGE

April 22, 1968

A LONG TERM STUDY OF THE RESULTS OF SPECIAL COUNSELING AND INSTRUCTIONAL TECHNIQUES USED WITH STUDENTS WITH SEEMINGLY LOW ACADEMIC POTENTIAL AS MEASURED BY MERRITT COLLEGE CLASSIFICATION TESTS

In the spring of 1965, under the direction of Mr. Segel, Coordinator of Counseling, and Mr. Olsen, Dean of Student Personnel, the progress of a group of eighteen students was studied. These particular students were in a group-counseling project with Mrs. Schroeder, counselor, struggling through their first semester of college; and were selected for more individual help. All had scored below the 20th percentile on SCAT total score, and all had scored in the range for English 52 (remedial English) on the Cooperative English Expression test.

The faculty involved in the program and the courses offered were:

American Institutions	Mrs. Brant
Biological Science	Dr. Goldston
Counseling and Psychology	Mrs. Schroeder
English	Miss Gilbert
Humanities	Mr. Bens and Mr. Shaff

Miss Malloy, Dean of Instruction, and Mr. Segel coordinated the program.

Most of the eighteen students had a block program and were together throughout the day.

There were frequent meetings throughout the semester among the faculty members involved to discuss the philosophy and goals of the program - progress or lack of it, and reactions of individual students.

Unit credit or no unit credit for the courses in the program was a matter of great concern on the part of faculty and students alike. Granting of credits toward the AA degree was debated at some length.

A decision was reached by Instructional Council to continue some form of curriculum adjustment for disadvantaged students in the following year in a similar manner.

In the words of Dr. Edward H. Redford, President of Merritt College, the success of this program would depend upon the willingness of the instructors to participate in it and to attempt to make it work. It would also depend upon our willingness, as a college, to recognize the importance of these courses and to grant credit for them.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 15 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

FIRST DISADVANTAGED GROUP - - Spring, 1965

Some variables in the composition of the seemingly low potential, low achievement group selected for more individual help were:

Of the 18 students chosen:

I. the age range was 18 - 23 years
   11 were 18 years
   4 were 19 years
   1 each was 20, 21, or 23 years

II. places of birth were:
   3 born in Oakland
   1 born in Berkeley
   1 born in Alameda
   1 born in Richmond
   3 born in San Francisco
   1 born in California (?)
   1 born in Pennsylvania
   3 born in Louisiana
   1 born in Mississippi
   1 born in Texas
   2 had no record of place of birth

III. high school record

A. 16 graduated from high school
   12 in 1964
   3 in 1963
   1 in 1959
   1 completed 8th grade
   1 completed 11th grade

B. location of high school
   10 went through local junior and senior high schools
      1 of these attended a local junior high school, boy's probation school, and graduated from local high school
   2 were from other junior high and high schools
      1 Louisiana
      1 Texas
   6 had no transcripts, so we were unable to determine junior high location
      2 Castlemont
      1 McClymonds
      1 Technical
      1 Washington D.C.
      1 8th grade only

III. high school record - continued

C. rank in high school
2 ranked in top quartile of graduating class
2 ranked in 2nd quartile of graduating class
2 ranked in 3rd quartile of graduating class
2 ranked in bottom quartile of graduating class
4 had no record of rank in class
6 had no transcripts

D. high school English
1) English courses
10 had 4 years of English
1 had 3½ years of English
1 had ½ year of English
6 had no transcripts

2) English grades
2 had A's and B's
1 had B's and C's
9 had C's and D's
0 had F's
6 had no transcripts

E. high school mathematics
1) mathematics courses
1 had 4 years of math
1 had 3½ years of math
5 had 3 years of math
3 had 2 years of math
1 had 1½ years of math
1 had 1 year of math
6 had no transcripts

2) last year of completion of a math course
6 completed a math course in 12th grade
3 had no math since 11th grade
1 had no math since 10th grade
1 had no math since 9th grade

3) which math
4 had 9th grade arithmetic
4 had general math
4 had senior math
6 had algebra 1
4 had algebra 1 and 2
2 had algebra and geometry

4) grades in high school math
1 had all B's
2 had all C's
2 had B's and C's
1 had B's and D's
1 had B's and F's
1 had D's
4 had C's, D's, F's
6 had no transcripts

III. high school record - continued

F. high school IQ record
1 had a recorded IQ of 94
2 had a recorded IQ of 88
1 had a recorded IQ of 79
14 had no record

G. health
1) 12 had filled out health inventories and had been given the Snellen screening test
4 had vision corrected with glasses to:
3 with 20/30, 20/30
1 with 20/30, 20/40
8 did not wear glasses
1 with 20/20, 20/20
2 with 20/20, 20/30
4 with 20/30, 20/30
1 with 20/40, 20/30
1 with 20/50, 20/40 (2nd check)
2) 6 had no health inventories as yet

Even though this group was small, examination of their scholastic records at the end of a semester showed considerable progress.

According to their counselor, Mrs. Schroeder, the students chosen for this program had been on the point of dropping out of school, but at the end of the semester they were more realistically goal-oriented, had good morale, and felt that the experiment was a turning point in their lives.

The questions not resolved were:
1. What <u>are</u> the goals of the program?
2. Is block scheduling an advantage?
3. Is this just a segregated program?

However, students in the program answered <u>yes</u> to #2 above and <u>no</u> to #3 above.

SECOND DISADVANTAGED GROUP - - THE "300" SERIES - - Fall, 1965

Encouraged by the results of the above experiment and with the help of several more counselors, instructors, and Mr. Baysdorfer, Coordinator of Instruction, (all of whom volunteered to work in this program), Mr. Segel secured the names of entering low freshmen students tested for Fall, 1965, who scored below 5 percentile on SCAT total score. At the time of their initial interview by a counselor these students were invited to enter a program of study in several subjects with the hope of raising their level of achievement.

Mr. Segel proposed that a group counseling course be added to the program of study that would be designed to meet the needs of the disadvantaged student only.

The course (it could be listed as - Adjustment to College) would be handled by members of the counseling staff.

All of the students who might be enrolled in a special core program, as invited above, could be assigned to one of these sections. The counselors involved would work in cooperation with instructors in the core program.

The course would start at the beginning of the semester. Meeting twice each week, it could run 12 weeks for 1 unit or the full semester for 2 units. Enrollment in the course would be limited to these special core students only.

Content of the course would vary with the needs of the individual group, but would be supportive to the student's full program. It should probably start with basic study skills and expand to other needs.

Seventy one students voluntarily entered the program and a study was made of their progress. These students were given intensive group and individual counseling.

The course offered to these students and the faculty involved were:

Biology	Dr. Reeve
Counseling and Psychology	Mrs. Bogosian, Mr. Hill, Mrs. Schroeder, Miss Simmons
Economics	Mrs Montanye
English	Mr. Bens, Miss Gilbert, Mrs. Michel
Health Education	Mr. Chappelle
Humanities	Mr. Bens

For convenience, these courses were designated "300" in order to keep them separate from courses designated by the regular catalog numbering system.

THE "300" SERIES - - continued

A control group was set up to study along with the "300" group. This control group had a total number of seventy two students who were tested at the same time as the "300" group, but who did not elect to enroll in the "300" series courses. The students of this group were selected on the basis of having similar background characteristics to the "300" group. They did not comprise a random sampling. There has been no opportunity as yet to identify motivational, emotional, or psychological factors for either group.

In order to make both groups as parallel as possible the following background characteristics were determined:

"300" group N = 71	Control group N = 72
17 - 35 age range 92% ages 17, 18, 19	17 - 36 age range 87% ages 17, 18, 19
25% male 75% female	36% male 64% female
97.2% negro 1.4% oriental 1.4% caucasian	No opportunity to note
64% born in California 35% born outside California 1% no record	47% born in California 43% born outside California 10% no record

THE "300" SERIES - - Background continued

300 Group	Control Group
89% grad. h.s. in Peralta District 3% other California h.s. 7% other states, countries 0% did not graduate h.s. 1% no record	67% grad. h.s. in Peralta District 10% other California h.s. 19% other states, countries 4% did not graduate h.s. 0% no record
70.5% below 5 %ile SCAT Total 29.5% between 5 and 11 %ile SCAT Total 1 - 24 %ile range on SCAT V 1 - 31 %ile range on SCAT Q	90% below 5 %ile SCAT Total 10% between 5 and 11 %ile SCAT Total 1 - 28 %ile range on SCAT V 1 - 17 %ile range on SCAT Q
83% did not withdraw from college 17% did withdraw from college 4 withdrew officially 8 must not have wd. officially, PRC shows W's and F's	82% did not withdraw from college 18% did withdraw from college 4 withdrew officially 10 must not have wd. officially, PRC shows W's and F's

Definitions:

For purposes of this study the division of courses into "non-solids" and "solids" was done arbitrarily for the convenience of a hand-tally.

"Non-solids", for the most part, probably have more performance and less preparation; "solids" require more preparation and, for the most part, have higher unit value.

which courses are "non-solids"?

all art courses
all drama courses
all music courses
all physical education courses
all recreation courses
all psych 80, 82, 84, 86, 88 courses
all industrial arts courses

which courses are "solids"?

All other courses than the ones named under "non-solids".

which courses are "300"?

English	300	economics	300
math	300	h. educ.	300
A. inst.	300	humanities	300
biology	300	humanities	301

THE "300" SERIES - - continued

FINAL GRADES, FALL, 1965

300 Group N = 71

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
Total No.	11	79	142	77	41	8	90	2	18	32	17	9	2	20
300 group	3	38	73	21	23	7	43	1.5	18	35	10	11	3.5	21
Other courses	8	41	69	56	18	1	47	3	17	29	23	8	0.5	19.5

300 Group Continued

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
Total No.	11	79	142	77	41	8	90	2	18	32	17	9	2	20
"Solids" incl. 300	3	39	81	29	26	7	65	1	16	32	12	10	3	26
"Non-Solids"	8	40	61	48	15	1	25	4	20	31	24	8	0.5	12.5

Control Group N = 71

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
Total No.	7	26	57	74	86	3	100	2	7.5	16	21	24	1	28.5
"Solids"	0	5	24	44	71	3	67	0	2.5	11	21	33	1.5	31
"Non-Solids"	7	21	33	30	15	0	33	5	15	24	21	11	0	24

300 Group

GPA Fall, 1965
range 0 - 2.7
mean GPA 1.6

Range of unit load per student, Fall, '65 as shown by final grades (no W's)
.5 - 15.0

Range of unit load per student, Spr., '66 as shown by mid-term grades (no W's)
.5 - 16.5

58, or 82%, re-enrolled Spring, 1966
13, or 18%, did not enroll Spring, 1966

Control Group

GPA Fall, 1965
range 0 - 3.0
mean GPA 0.5

Range of unit load per student, Fall, '65 as shown by final grades (no W's)
.5 - 17.0

Range of unit load per student, Spr., '66 as shown by mid-term grades (no W's)
1.0 - 17.0

37, or 51%, re-enrolled Spring, 1966
35, or 49%, did not enroll Spring, 1966

THE "300" SERIES - - continued

MID-TERM GRADES, SPRING, 1966

300 Group N = 58

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
"Solids" incl. 300	0	11	42	50	55	17	10	0	6	23	27	30	9	5
"Non-solids"	4	16	27	11	3	3	4	6	24	40	16	4	4	6
Total No.	4	27	69	61	58	20	14	2	11	27	24	23	8	5

Control Group N = 37

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
"Solids"	0	4	33	34	25	6	8	0	4	30	31	23	5	7
"Non-solids"	4	10	14	8	4	4	3	8.5	21	30	17	8.5	8.5	6.5
Total No.	4	14	47	42	29	10	11	3	9	30	27	18	6	7

FINAL GRADES, SPRING, 1966

300 Group N = 58, or 82% of original group

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
"Solids" incl. 300	0	6	23	37	20	1	27	0	5	20	32	18	1	24
"Non-solids"	2	14	12	6	4	0	9	4	30	26	13	8	0	19
Total No.	2	20	35	43	24	1	36	1	12.5	22	27	15	.5	22

Control Group N = 37, or 51% of the original group

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
"Solids"	0	5	23	37	20	1	27	0	4	20	33	18	1	24
"Non-solids"	2	14	12	5	5	0	10	4	29	25	10.5	10.5	0	21
Total No.	2	19	35	42	25	1	37	1	12	22	26	15.4	.6	23

THE "300" SERIES - continued

FINAL GRADES, SPRING, 1966

300 Group

N = 58, or 82% of original group

GPA, as shown by final grades, Spring, 1966

Range of GPA	.0 - 2.0
mean GPA	1.2

Unit load, as shown by final grades, Spring 1966

range	.5 - 14.0
mean	8.5

6, or 10.3% withdrew before final grades

Control Group

N = 37, or 51% of original group

GPA, as shown by final grades, Spring, 1966

range of GPA	.0 - 3.0
mean GPA	1.2

Unit load, as shown by final grades, Spring 1966

range	1.0 - 15.5
mean	8.5

5, or 13.5% withdrew before final grades

SUMMER SESSION, 1966

7, or 12% of the 58 students enrolled in summer session, 1966

4 took one course each
grades C, D, D, F
3 took two courses each
grades D Inc, C F, D C

9, or 24% of the 37 students enrolled in summer session, 1966

5 took one course each
grades C, C, W, W, W
4 took two courses each
grades D W, W Inc, A B, C B

None attended summer session, 1966, who had been in the original "300" and "control" groups in Fall, 1965, and who had <u>not</u> continued on in the following semester.

PERSISTENCY TABLE FOR THE STUDENTS IN THE "300" SERIES

N = 71
X Indicates semesters and quarters enrolled

me	Fall '65	Spr.'66	SS '66	Fall '66	Spr.'67	SS '67	Fall '67	W '68	No. of semesters attempted to date
line, M.	x	x		x					3
ker, A.	x	x		x	x				4
rtlow, D.	x	x							2
arden, D.	x	x			x				3
lton, E.	x	x	x	x	x	x	x	x	8
anchard, B.	x	x		x	x				4
ykin, J.	x								1
own, O.	x								1
rgess, C.	x	x		x					3
rks, M.	x								1
rdstraw, F.	x								1
rter, K.	x	x		x	x				4
ase, T.	x	x		x	x				4
ilds, B.	x								1
venport, G.	x	x		x		x			4
nnell, S.	x	x							2
mes, B.	x	x	x	x	x		x	x	7
loby, E.	x	x	x	x	x		x		6
elton, J.	x	x		x	x		x		5
ord, S.	x				x				2
reeland, C.	x	x	x	x	x		x	x	7
mboa, T.	x	x	x	x	x	x	x	x	8
rdner, M.	x	x							2
tison, B.	x	x		x			x		4
ibbs, A.	x								1
mlin, M.	x								1
rdy, J.	x	x							2
rvey, M.	x	x		x	x	x			5
nton, A.	x	x							2
rring, P.	x	x		x	x	x	x	x	7
opkins, J.	x	x		x	x		x	x	6
ohnson, B.	x								1
ohnson, P.	x								1
rdan, D.	x								1
ane, P.	x	x							2
ee, J.	x	x		x					3
ew, D.	x	x	x	x					4
iggins, L.	x	x		x					3
imbrick, C.	x	x			x		x		4
ove, E.	x	x	x	x	x				5
uster, A.	x	x							2
artin, B.	x	x		x					3
aybuce, Y.	x	x							2
ims, G.	x	x							2
osley, P.	x	x							2
yles, B.	x	x							2
eel, C.	x								1
wens, E.	x								1
ryor, B.	x	x		x	x				4
ogers, R.	x	x				x			3

PERSISTENCY TABLE FOR THE STUDENTS IN THE "300" SERIES - continued

Name	Fall '65	Spr.'66	SS '66	Fall '66	Spr.'67	SS '67	Fall '67	W '68	No. of semesters attempted to date
osby, V.	x						x	x	3
helton, A.	x	x							2
hepherd, D.	x	x		x					3
hugars, G.	x	x							2
mith, J.	x	x							2
mith, W.	x	x							2
opelario, L.	x	x		x			x	x	5
aylor, E.	x	x		x	x		x	x	6
aylor, M.	x	x			x		x	x	5
hompson, R.	x	x		x					3
ingle, L.	x								1
urner, J.	x	x		x	x		x		5
iggins, J.	x	x		x	x		x	x	6
illiams, A.	x	x		x	x		x	x	6
illiams, M.	x	x		x	x		x		5
ilson, V.	x	x		x	x				4
inter, P.	x	x							2
itherspoon, B.	x	x		x					3
ysinger, C.	x								1
oakum, S.	x								1
Youngblood, J.	x								1
Totals per semester	71	53	7	33	25	6	18	12	

Summary of Persistency within the "300" group

2, or 2.8%, enrolled 8 semesters or quarters
3, or 4.2%, enrolled 7 semesters or quarters
5, or 7.0%, enrolled 6 semesters or quarters
45, or 63.5%, enrolled 2, 3, 4 or 5 semesters or quarters

16, or 22.5%, did not return after Fall, 1965, up to present

PERSISTENCY TABLE FOR THE STUDENTS IN THE CONTROL GROUP OF THE "300" SERIES

N = 72

X Indicates semesters and quarters enrolled

e	Fall '65	Spr.'66	SS '66	Fall '66	Spr.'67	SS '67	Fall '67	W '68	No. of semesters attempted to date
ann, E.	x			x	x	x	x	x	6
rews, M.	x	x		x					3
elin, K.	x								1
tholomew, V.	x								1
ttie, R.	x								1
d, G.	x	x							2
lley, E.	x								1
wn, D.	x	x		x					3
ter, E.	x	x							2
es, L.	x								1
leman, L.	x	x							2
leman, M.	x	x		x	x				4
per, N.	x	x	x	x	x		x	x	7
x, R.	x	x							2
mings, J.	x	x		x					3
vis, L.	x								1
vis III., W.	x								1
Shields, S.	x	x	x	x	x	x	x	x	8
ckworth, T.	x	x							2
ncan, R.	x								1
nley, V.	x	x	x	x	x	x	x	x	8
ster, S.	x	x							2
lcher, P.	x								1
maro, R.	x								1
mmon, M.	x	x	x	x			x	x	6
laister, K.	x	x							2
odwin, S.	x								1
rris, O.	x	x							2
llie, S.	x								1
osain, E.	x	x	x	x	x	x	x		7
uston, D.	x	x		x					3
dson, D.	x	x		x	x		x		5
nter, C.	x	x	x	x					4
ckson, A.	x								1
ckson, B.	x								1
ckson, L.	x								1
ckson, O.	x					x	x		3
effery, P.	x								1
hnson, P.	x	x		x					3
nes, F.	x	x							2
nes, R.	x								1
eith, R.	x								1
ewis, P.	x	x		x	x				4
owe, H.	x								1
undeen, S.	x			x	x		x	x	5
adison, C.	x								1
nson, R.	x	x		x	x				4
tthis, J.	x	x		x	x				4
eatter, A.	x								1
iles, G.	x								1

PERSISTENCY TABLE FOR THE STUDENTS IN THE CONTROL GROUP OF THE "300" SERIES - continued

...e	Fall '65	Spr.'66	SS '66	Fall '66	Spr.'67	SS '67	Fall '67	W '68	No. of semesters attempted to date
									1
...lton, M.	x								7
...tion, L.	x	x		x	x	x	x	x	3
...wson, V.	x				x		x		1
...hoa, S.	x								4
...wers, M.	x	x	x	x					1
...nkin, L.	x								1
...ed, N.	x								1
...ss, L.	x								1
...nior, J.	x								1
...lls, B.	x								4
...mmons, E.	x	x		x	x				1
...mmons, S.	x								2
...ith, E.	x	x							6
...uthard, R.	x	x		x	x		x	x	5
...tton, H.	x	x	x	x	x				6
...rry, C.	x	x		x	x		x	x	1
...omas, L.	x								2
...shington, J.	x	x							8
...tson, B.	x	x	x	x	x	x	x	x	1
...tters, S.	x								6
...lliams, R.	x	x		x	x		x	x	3
...mora, A.	x	x			x				
...otals per semester	72	36	9	26	21	7	14	11	

Summary of Persistency within the Control Group

3, or 4.1%, enrolled 8 semesters or quarters
3, or 4.1%, enrolled 7 semesters or quarters
5, or 7.0%, enrolled 6 semesters or quarters
29, or 40.3%, enrolled 2, 3, 4, or 5 semesters or quarters

32, or 22.5%, did not return after Fall, 1965, up to present

COMPARISON OF PERSISTENCY IN BOTH GROUPS

"300" Group		Control Group
2.8%	enrolled in 8 sem. or quarters	4.1%
4.2%	enrolled in 7 sem. or quarters	4.1%
7.0%	enrolled in 6 sem. or quarters	7.0%
63.5%	enrolled in 2,3,4, or 5 quarters	40.3%
22.5%	did not return after Fall, 1965 up to the present	44.5%

THIRD DISADVANTAGED GROUP - - THE "66" SERIES - - Fall, 1966

Again, in 1966, since recapitulation of course offerings was necessary and changes in instructional staff were inevitable, a third series of courses was started with new students having low classification test scores invited to participate in courses designed to meet their particular needs. The courses, this time designated by catalog numbering "66", (having been started in 1966), and the instructors involved, were:

Biology	Mr. Castle and Dr. Reeve
Business Education	Mrs. Madsen, and Mr. Pappas
Counseling and Psychology	Dr. Barnard, Mrs. Bogosian, Mr. Carpenter, Mr. Hill, Mr. McBurney, Mrs. Schroeder, Miss Simmons and Mr. Walton
Economics	Mrs. Montanye and Mr. Pappas
English	Mrs. Dizard, Mrs. Frey, Miss Gilbert, Mr. J. Hill, Mrs. Isfan, Mrs. Jenkins, Mrs. Michel and Mrs. Rubenstein
Health Education	Mr. Chappelle
Humanities	Mr. La Chapelle
Mathematics	Mr. E. Siders and Mrs. Tekawa
Speech	Mr. Beardsley
Typing	Mrs. Van Meter

Mr. Harris, in English, and Miss Bersie, of the Library, compiled most helpful bibliographies on cultural, economic, and educational deprivation.

As in the previous series these courses were oriented toward gaining in the student insight and perspective regarding his own image, his set of values, and his relationships with others.

As expressed in a bulletin circulated among those working on this project:
"Each student has many inherent cultural strengths which can be used as a reference point for further development in the achievement of broader goals. It is hoped that, in these courses, subcultural tensions can be examined with a development of a facility and readiness on the part of the student to consider them objectively. It is to be recognized that the student will often have his own ideas but cannot express or relate them".
"It is further hoped that the students will develop and achieve what they really want, and will arrive at decision-making for themselves that they will attempt to develop insights and understanding into our larger culture and how they may relate to it."

In these courses students would be given a chance to succeed in something. It was hoped that the act of success would, in itself, constitute a catalytic element. Although certain skills in communication would be developed for the purposes of relating to others, these would not be the usual textbook, theoretical, abstract methods, but, rather, would be taught in the applied sense. These would be done within the context of something of interest and importance relating to the goals of the student. Development of motivation, individuality, self respect, and respect for the ideas and customs and feelings of others would be paramount throughout this series. Each instructor wrote his course outline with the above ideas in mind.

THE "66" SERIES - - continued

In the "66" series, starting in September, 1966, there were a total number of ninety nine students who entered the program voluntarily upon special invitation at the time of their preliminary programming conference.

There has been no opportunity as yet to identify motivational, emotional, or psychological factors for either group.

Background characteristics:

age range was - - 17 - 37 years

88, or 88%, were ages 17, 18, 19 years

42, or 42%, were male
57, or 58%, were female

56, or 57%, were born in California
37, or 37%, were born in other states
4, or 4%, were born outside the United States
2, or 2%, no record of birthplace

86, or 87%, graduated from high schools in Peralta District
2, or 2%, graduated from other California high schools
8, or 8%, graduated from high schools of other states
3, or 3%, did not graduate from high school

71, or 72%, scored below 5 %ile SCAT Total
27, or 27%, scored between 5 and 29 %ile SCAT Total
1, or 1%, did not take the test

Range of percentile scores on SCAT Verbal = 1 to 75 %ile
Range of percentile scores on SCAT Quantitative = 1 to 52 %ile
3 did not need remedial math

Background characteristics - continued

86, or 87%, had no lapse of time between h.s. and enrolling Merritt
3, or 3%, had a time lapse of one or two semesters
10, or 10%, had a time lapse of more than a year between h.s. and enrolling Merritt

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96, or 97%, did not withdraw from college
3, or 3%, did withdraw from college officially, 1966

Definitions:

For purposes of this study the division of courses into "non-solids" and "solids" was done arbitrarily for the convenience of a hand-tally.

"Non-solids", for the most part, probably have more performance and less preparation; "solids" require more preparation and, for the most part, have higher unit value.

which courses are "non-solids"?

all art courses
all drama courses
all music courses
all physical education courses
all recreation courses
all psych 80, 82, 84, 86, 88 courses
all industrial arts courses
all work experience courses

which courses are "solids"?

All other courses than the ones named under "non-solids".

which courses are "66"?

biology	66	math	66
businces	66	music	66
economics	66	psychology	66
English	66	speech	66
H. education	66	typing	66
humanities	66		

THE "66" SERIES - continued

COURSE DESCRIPTIONS

The following 66 courses were offered: Fall, 1966

BIOLOGY 66 Man and the Living World (3) F and S

3 hours lecture, 2 hours laboratory
The biology of man and the plants and animals of his environment

BUSINESS MACHINES 66 Development of Business Machines Skills (2) F and S

5 hours weekly
Exploratory course designed to find business machines aptitudes of individual students and develop these by the use of fundamental arithmetic problems and business procedures

ECONOMICS 66 Family Finance (2) F and S

2 hours lecture, 1 hour laboratory
Emphasis on the use of financial resources to attain personal and family goals

ENGLISH 66 Communication Skills (3) F and S

5 hours weekly
Emphasis on increasing the student's competence in practical writing and speaking and in critical listening and reading

HEALTH EDUCATION 66 Health for Better Living (1) F and S

2 hours weekly
Analysis of basic concepts and principles of individual, family, and community health; to help the individual understand and establish good health practices and attitudes in the proper care of the body; consumer health; family living; the spread and prevention of disease; the use of food; stimulants and depressants; areas of rest, exercise, and relaxation.

Course descriptions - - continued

HUMANTIES 66 The Young Adult in Society (2) F and S

3 hours weekly
Student participation and presentations on the vital issues of today's society; the place of the young adult in his society--the dynamics of conflict and adjustment; emphasis on the practical evaluation and application of principles, rather than on theoretical or abstract models

MUSIC 66 Music for Living (1) F and S

2 hours weekly
General acquaintance with music of past and present through lecture and listening; correlation with period art as opposed to chronological approach

Field trips (minimum) of current music productions if of student appeal

MATHEMATICS 66 Basic College Arithmetic (2) F and S

3 hours weekly
Fundamental operations of arithmetic, beginning with concept of numbers and numbering system; addition, subtraction, multiplication, and division of whole numbers, common fraction, decimal fractions, mixed numbers, and percentages; introduction to equations and placeholders

PSYCHOLOGY 66 Problem Solving in College (1) F and S

2 hours weekly
A laboratory in development of attitudes, concepts, and skills to enable the student to function more successfully

RECREATION 66 Recreation for Living (1) F and S

2 hours weekly
Recreational experiences in modern living

SPEECH 66 Verbal Communication (1) F and S

2 hours weekly
Verbal communication with remedial and diagnostic techniques; group and laboratory experiences for improvement of verbal communication

TYPING 66 Typing and Communicative Skills (3) F and S

5 hours weekly
Knowledge of keyboard by touch system, correct typing techniques, operation of machine parts, introduction to letters, tabulations, manuscripts and invoices; communicative skills also included

THE "66" SERIES - - continued

FINAL GRADES, FALL, 1966

"66" Group N = 99

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
"66" group	14	73	100	23	5	16	49	5	26	36	8	2	6	17
Other courses	6	62	106	53	31	4	59	2	19	33	17	10	1	18
Total Number	20	135	206	76	36	20	108	3	23	34	13	6	3	18

	Total Number							Percentage Of						
	A's	B's	C's	D's	F's	Inc	W's	A's	B's	C's	D's	F's	Inc	W's
"66" solids	10	55	70	22	5	16	33	5	26	33	10	2	8	16
"66" non-solids	4	18	30	1	0	0	16	6	26	44	1	0	0	23
Other solids	0	1	34	17	11	3	29	0	1	36	18	11	3	31
Other non-solids	6	61	72	36	20	1	30	2.5	27	32	16	9	0.5	13
Total Number	20	135	206	76	36	20	108	3	23	34	13	6	3	18

range of GPA is .0 - 3.0

mean GPA is 1.5

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range of unit load per student in the Fall semester, 1966,
as shown by final grades .0 - 15.0

mean number of units completed 9.5

79, or 80%, re-enrolled Spring, 1967
20, or 20%, did not enroll Spring, 1967

THE "66" SERIES - - Fall, 1966

Administrators, Instructors, Librarians, Counselors involved in the "66" program:

Mr. Baysdorfer
Mr. Beardsley
Miss Bersie
Mrs. Bogosian
Mr. Carpenter
Mr. Castle
Mr. Chappelle
Mr. Cirimele
Mrs. Dizard
Mrs. Frey
Miss Gilbert
Mr. Hill
Mrs. Isfan
Mrs. Jenkins
Mr. Keith
Mr. LaChapelle
Mrs. Madsen
Mr. McBurney
Dr. Meek, Acting Dean of Instruction
Mrs. Michel
Mrs. Montanye
Mr. Pappas
Dr. Reeve
Mrs. Rubenstein
Mrs. Schroeder
Mr. Segel
Mr. Siders
Miss Simmons
Mrs. Tekawa
Mrs. Van Meter
Mrs. Williams

"The 66 Program is apparently very much part of the curriculum and courses continue to be scheduled in the various areas. More important, however, is the fact that the influence of the 66 Program is being felt in the regular curriculum in several departments. This is noticeably evident in English classes, and to a lesser extent in typing and mathematics classes. Some of the experience that the instructors have had in teaching 66 courses, by being shared with other members of the department, has led to modifications in goals and, more importantly, in teaching techniques at all levels of instruction, including university transfer courses in English. In addition to this, the influence of the 66 Program has been felt in a department which has not participated in the Program at all. The case in point is Sociology, where an experimental discussion section of Sociology 1 was set up for students who would be designated as 66 Program students. By adopting techniques of other instructors with experience in the Program, the sociology instructor achieved a very high degree of success.

"Another area that has profited from the experience has been the New Careers Program. In an attempt to bring the adults who are registered in the New Careers Program to an acceptable college level of performance, some of the 66 Program techniques and materials have been used, and have generally led to the students' success in higher level courses."

Lloyd G. Baysdorfer
Coordinator of Instruction

Reported from Merritt College Testing Office
Catherine Farley, Psychometrist
April 22, 1968

CF/rb